

# AI Writers Guild Lesson Plan

## Module 5: Lesson 2

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### MODULE 5: First Draft

### LESSON 2: Booting Up the Hero's Journey: Writing the Call to Adventure.

Trailblazers, get ready to launch into the first stages of the Hero's Journey with cutting-edge storytelling techniques! In this lesson, you will explore the **Ordinary World, Call to Adventure, and Refusal of the Call**—the foundation of every epic story. You'll analyze legendary heroes and how their journeys begin, then craft your own compelling scenes using immersive sensory details and rich world-building.

But this isn't just about traditional writing. You'll learn how to **engineer a Super-Prompt**—a powerful AI-driven tool that helps you generate the perfect scene in one try. By merging your creativity with modern technology, you'll see how AI can enhance your storytelling while keeping your unique voice and vision intact. After generating your scene, you'll refine and personalize it to bring your hero's first steps to life.

By the end of this lesson, you will have a fully developed scene introducing your hero's world, their first major challenge, and their internal struggle. This is your first step in crafting an unforgettable adventure—let's get started! 🚀

#### Homework:

- Write and revise scenes, align with the first three parts of the Hero's Journey
- Share some of the writing you liked in the Viva Engage stream.

#### Watch the Weekly Video:

- <https://logcabinschoolhouse.com/course-catalog>

#### Materials:

- Worksheet: The Future of Scene Crafting: Booting Up the Hero's Journey
- Lesson Plan

## What is a Super-Prompt?

A **Super-Prompt** is a highly detailed and structured prompt designed to generate an AI-assisted scene that closely matches your vision on the first try. Unlike generic prompts, a Super-Prompt includes key details such as character traits, setting, conflict, sensory elements, and writing style, ensuring the AI produces a rich, immersive, and engaging narrative.

A well-crafted Super-Prompt should include:

- ✓ **Who:** The protagonist’s name, personality, emotions, and relationships
  - ✓ **Where:** The setting with vivid sensory details
  - ✓ **When:** Time of day, season, historical context, futuristic details
  - ✓ **What Happens:** A clear event—Ordinary World, Call to Adventure, or Refusal of the Call
  - ✓ **Conflict & Stakes:** Why this moment matters and what’s at risk
  - ✓ **Writing Style & Tone:** Cinematic, poetic, suspenseful, humorous, etc.
  - ✓ **Dialogue & Internal Monologue:** Character thoughts and speech (if applicable)
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## Super-Prompt Examples

### ○ **Example 1: Fantasy Setting**

**“Write a vivid and immersive scene in an enchanted forest where my protagonist, Elara, a headstrong young sorcerer, is gathering rare herbs under the golden glow of the morning sun. She hums an old spell-song, feeling safe in her secluded haven, until a falcon carrying an urgent message from the royal court disrupts her routine. She is asked to leave at once and aid in the war against the Shadow King, but she hesitates, remembering the day her magic failed her father. The scent of damp moss and lavender fills the air as her fingers tremble over the parchment. The tone should be reflective and suspenseful, and her internal monologue should reveal her fear of past mistakes.”**

### ○ **Example 2: Sci-Fi Cyberpunk Setting**

**“Write a fast-paced, neon-drenched scene in a sprawling cyberpunk city where my protagonist, Kieran Vox, a cynical data smuggler, is sipping synthetic whiskey in a dimly lit dive bar. The flashing advertisements outside flicker against the grimy windows as he listens to the hum of hovercars overhead. Suddenly, his AI implant buzzes with an encrypted message—an offer for the biggest job of his life. He knows he should decline. It’s too risky. The last time he took a job like this, he barely escaped with his life. He exhales, tasting the metallic air, fingers drumming against the counter as he weighs his options. The scene should be moody and cinematic, capturing Kieran’s internal battle through snappy dialogue and sharp description.”**

○ **Example 3: Historical Fiction Setting**

**“Write an atmospheric and dramatic scene in 18th-century Paris where my protagonist, Marceline DuPont, a struggling painter, is working late in her candlelit studio. The flickering light casts long shadows on her unfinished masterpiece, a portrait of a revolutionary leader. Outside, the distant sounds of unrest echo through the narrow streets. Suddenly, there’s a knock at the door—a frantic friend warns her that the authorities are coming for her due to her radical associations. Marceline must decide: flee and abandon her work, or stay and risk capture. The air is thick with the scent of oil paints and smoke from the torches outside. The scene should be intense and suspenseful, focusing on Marceline’s internal struggle.”**

○ **Example 4: Post-Apocalyptic Setting**

**“Write a tense and gritty scene in a post-apocalyptic wasteland where my protagonist, Jonah Reeves, a battle-hardened survivor, is scavenging through the ruins of an abandoned gas station. His boots crunch over shattered glass as he moves cautiously, scanning for supplies. A sudden noise—a tin can tumbling over—makes him freeze. Someone else is here. His heart pounds as he grips his rusted crowbar, ready to fight or flee. The air is thick with dust and the lingering smell of gasoline. The scene should be suspenseful and action-packed, capturing Jonah’s instinct for survival and his paranoia of the unknown.”**

○ **Example 5: Mystery/Thriller Setting**

**“Write a gripping and atmospheric scene in a dimly lit detective’s office where my protagonist, Evelyn Grant, a sharp-witted private investigator, is reviewing case files on a missing person. Rain taps against the window as she sips black coffee, her eyes scanning the familiar patterns of deception in the evidence before her. Just as she pieces together a crucial clue, the phone rings—a distorted voice warns her to stop digging. The room feels colder as a chill runs down her spine. The scene should be noir-inspired, filled with tension, internal monologue, and rich descriptions that emphasize the danger creeping closer.”**

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## Big Ideas: Mastering the Super-Prompt Like a Storytelling Wizard

### Super-Prompts: Your Secret Weapon for Epic Storytelling

- A Super-Prompt is like giving AI a **treasure map**—the clearer your directions, the better your rewards.
- The more juicy details you pack in, the more your AI-generated scene will sound like **you wrote it yourself (but on turbo mode)**.
- Mixing creativity with tech? That’s how you **become a storytelling time traveler, wizard, and architect all at once**.

### Precision: Because Vague Worlds Are Boring

- If you just say “forest,” you’ll get **generic trees**. Say “misty, moonlit glade where fireflies flicker like tiny lanterns,” and **BOOM—cinematic magic**.
- Sensory elements (sizzling bacon, the sting of icy wind, the scratch of old parchment) make your world feel **real enough to step into**.
- **Time, place, and environment matter**. Is your medieval castle bustling with intrigue, or a crumbling ruin filled with whispers? Be specific!

### Your Characters Deserve More Than ‘Just There’ Energy

- A great Super-Prompt dives deep into **who your character is and what makes them tick**.
- Tell AI about their quirks, fears, and relationships, and watch your characters **leap off the page**.
- Dialogue and internal thoughts? **Absolutely**. Make sure your prompt gives AI the vibe of how your character **thinks and speaks**.

### Conflict: Because No One Wants to Read a Story About Nothing

- Every great scene has **tension, conflict, or stakes**. No stakes? No reader investment.
- Is your hero facing a **deadly choice, a ticking clock, or an enemy who knows their worst fear**? Spell it out in your prompt!
- The bigger the stakes, the **harder it is for readers to stop turning pages**. Keep them hooked.

### Tone & Style: The Vibes Matter

- Do you want your scene **moody and poetic** or **fast and full of snappy dialogue**? Tell AI upfront!
- Think about pacing—**is this a slow-burn emotional moment or an action-packed chase**?
- If your prompt sounds boring, guess what? Your AI-generated scene **probably will be too**. Give it style!

## **Super-Prompts = Less Editing, More Winning**

- A **well-crafted** Super-Prompt means less time **fixing AI's mistakes** and more time **enjoying the creative flow**.
- Think of it like **teaching a new apprentice**: the better you explain, the better the results.
- Save time, write smarter, and **let AI do the heavy lifting while you fine-tune the magic**.

Mastering Super-Prompts means you're no longer just a writer—you're a **story architect, building worlds one brilliant scene at a time**. Now, go forth and craft legendary tales! 🚀 🔥

**CCSS:**

**Here are the potential standards covered in AI Writers Guild. If you are a teacher who has used these in the past, you could easily review these each week and highlight the ones you are covering. You could also weave in any that you feel AI Writers Guild didn't directly cover but would be easy to touch on alongside this curriculum.**

**Writing Standards (Grades 6-8)**

**1. Text Types and Purposes:**

- **CCSS.ELA-LITERACY.W.8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CCSS.ELA-LITERACY.W.8.3. A:** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- **CCSS.ELA-LITERACY.W.8.3. B:** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**2. Production and Distribution of Writing:**

- **CCSS.ELA-LITERACY.W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.W.8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **CCSS.ELA-LITERACY.W.8.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently.

**3. Research to Build and Present Knowledge:**

- **CCSS.ELA-LITERACY.W.8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **CCSS.ELA-LITERACY.W.8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Language Standards (Grades 6-8)**

**4. Conventions of Standard English:**

- **CCSS.ELA-LITERACY.L.8.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **CCSS.ELA-LITERACY.L.8.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**5. Knowledge of Language:**

- **CCSS.ELA-LITERACY.L.8.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**6. Vocabulary Acquisition and Use:**

- **CCSS.ELA-LITERACY.L.8.4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- **CCSS.ELA-LITERACY.L.8.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Reading Standards for Literature (Grades 6-8)**

**7. Key Ideas and Details:**

- **CCSS.ELA-LITERACY.RL.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-LITERACY.RL.8.2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

**8. Craft and Structure:**

- **CCSS.ELA-LITERACY.RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.

These standards help ensure that students in the AI Writers Guild develop critical writing and analytical skills, understand the narrative structure, and effectively use technology in their writing process.

**ISTE Standards for Students**

**1. Empowered Learner:**

- **ISTE 1a:** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

- **ISTE 1c:** Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 2. **Digital Citizen:**
  - **ISTE 2a:** Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
  - **ISTE 2b:** Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- 3. **Knowledge Constructor:**
  - **ISTE 3a:** Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
  - **ISTE 3b:** Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
  - **ISTE 3c:** Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 4. **Innovative Designer:**
  - **ISTE 4a:** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
  - **ISTE 4b:** Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
  - **ISTE 4d:** Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
- 5. **Computational Thinker:**
  - **ISTE 5a:** Students formulate problem definitions suited for technology-assisted methods, such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.
  - **ISTE 5b:** Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
  - **ISTE 5c:** Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- 6. **Creative Communicator:**
  - **ISTE 6a:** Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
  - **ISTE 6b:** Students create original works or responsibly repurpose or remix digital resources into new creations.
  - **ISTE 6d:** Students publish or present content that customizes the message and medium for their intended audiences.
- 7. **Global Collaborator:**
  - **ISTE 7a:** Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.



- **ISTE 7b:** Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

**Technology Skills Covered:**

- **Word Processing and Document Design (Microsoft Word):**
  - Students learn how to structure, format, and present written content effectively, aligning with ISTE standards on creating original works and customizing messages for audiences.
- **Digital Notetaking and Organization (OneNote):**
  - Students develop skills in organizing their research, ideas, and drafts, fostering effective digital organization and planning.
- **Creative Writing and Story Planning (ChatGPT, AI):**
  - Students utilize AI tools to generate ideas, refine prompts, and experiment with storytelling, encouraging innovative design and computational thinking.
- **Research and Information Management (Web Searches, AI Tools):**
  - Students practice gathering, evaluating, and organizing information digitally, reinforcing their ability to construct knowledge and act as informed digital citizens.

By integrating these technology tools into your course, you're helping students not only become better writers but also equipping them with essential digital literacy skills that align with modern educational standards.